

DOCUMENT RESUME

ED 166 723

CS 204 713

TITLE Language Use, Language Ability, and Language Development: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1978 (Vol. 39 Nos. 1 through 6).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 78

NOTE 17p.

EDRS PRICE MF-\$0.83 HC-\$1.67 Plus Postage.

DESCRIPTORS Adults; Black Youth; Child Development; *Child Language; *Cognitive Development; *Doctoral Theses; Early Childhood Education; Elementary Education; Kindergarten Children; Language Arts; *Language Development; *Language Research; *Language Skills; Learning Disabilities; Listening Comprehension; Parent Child Relationship; Play; Speech Skills; Transformation Generative Grammar

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 24 titles deal with a variety of topics, including the following: the syntactic maturity and vocabulary of learning disabled children; transformational grammar and language acquisition; the metaphors and analogies of black children; repetitiveness in speech; flexibility in language comprehension; play and language development; language functions of two-year-old children; mother/toddler conversation patterns; language and cognition in the developing child; systemic grammar in children's dialogues; the development of personalization processes; sex-associated features of spoken language; contextual information and language comprehension; precision of metaphorical language interpretation; adults' understanding of direct and indirect speech; developmental sociolinguistics; narrative interaction among urban black children; language development and maternal interaction; factors influencing noun plural development in children; developmental stages of kindergarten children's understanding of reading; cultural constraints on conversational stories; irony in conversation; and home environmental factors and language development of kindergarten children. (MAI)

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Language Use, Language Ability, and Language Development:

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SYNTACTIC MATURITY AND VOCABULARY RICHNESS
LEARNING DISABLED CHILDREN AT FOUR AGE LEVELS*
Order No. 7816776

ANDOLINA, Charlene, Ph.D. University of Pittsburgh, 1978.
156pp.

This study explored the developmental trends in the spontaneous oral language of learning disabled children at four age levels. Specifically, this study examined the developmental trends of syntactic maturity and vocabulary richness in these children. Parts of the study as well as the findings were compared to various aspects of the studies by O'Donnell, Griffin, and Norris (1967), Fox (1970), and Ciani (1974).

Involved were 80 children, 20 at each age level, in schools in a southwestern Pennsylvania county. The 80 children, who were enrolled in 16 learning disabilities classrooms, were grouped according to age: from 7.5 to 8.11 years at the first level; from 9.0 to 10.5 years at the second level; from 10.6 to 11.11 years at the third level; and from 12.0 to 13.5 years at the fourth level. All met the criteria for learning disabled according to the Pennsylvania State Guidelines. A learning efficiency ratio was utilized to determine each student's eligibility for this study. All agreed to participate with parental permission received and none had articulation problems severe enough to warrant speech therapy.

To accomplish the purposes of this study, two children at the same time were shown two short stimulus films, "The Ant and the Dove" and "The North Wind and the Sun" without the sound track. The children were then asked to respond to questions in a structured situation. Their responses were recorded, transcribed, and verified by the investigator who, with another, conducted the interviews following the viewing of the two Aesop fable films. These were the same films used in the comparison studies by O'Donnell, Griffin, and Norris (1967) and Fox (1970).

To these language samples were applied the T-unit and syntactic density formula as measures of syntactic maturity and the corrected type-token ratio and Vocabulary Intensity Index as measures of vocabulary richness.

The statistical treatment of the data included a one-way analysis of variance with age level as the independent variable and each measure of oral language as the dependent variable, the Scheffé test of multiple comparison of means, and a trend analysis to determine developmental trends across age levels for each dependent variable.

Findings are summarized as follows: (1) A syntactic developmental pattern existed as measured by the number of T-units and the word length per T-unit. (2) A comparison of the syntactic developmental trend of learning disabled and normal children revealed that normal children experience periods of rapid growth while learning disabled children exhibit gradual control of syntax across the four age levels. (3) There was no developmental pattern of syntactic maturity as measured by the Syntactic Density Score. (4) A vocabulary developmental pattern exists as measured by the corrected type-token ratio and the number of different words spoken. (5) A comparison of the vocabulary developmental trend of normal and learning disabled children revealed that vocabulary increases for both groups with advancing age. (6) There was no vocabulary developmental pattern as measured by the Vocabulary Intensity Index.

There was a developmental trend in the oral language of learning disabled children. When compared to normal children, the patterns of growth were somewhat different. Learning disabled children exhibited gradual control of syntax and vocabulary while normal children showed periods of rapid growth at grade range extremities.

The findings have many educational implications for future research and practice, an important one being the close working relationship between experts in the fields of language communications, special education, and speech pathology.

*This research was sponsored in part by the Office of Education, Bureau of the Handicapped through the Student Research Program.

TRANSFORMATIONAL GRAMMAR AND LANGUAGE ACQUISITION: THE CASE WITH COORDINATIONS

Order No. 7833487

ARDERY, Gail Patrice, Ph.D. The University of Wisconsin - Milwaukee, 1978. 165pp. Supervisor: Professor Sidney Greenbaum

The purpose of the present study is twofold: a) to investigate the acquisition of coordinate structures by means of a toy-manipulation experiment; b) to determine whether generative-transformational grammar can account for the coordinations found in child language, and, if not, to consider processing constraints that might govern the acquisition of these structures.

Five transformational models of coordination reduction are reviewed, each of which utilizes a deletion process to relate sentential and reduced coordinations. The deletion processes proposed by Ross (1976a), Postal (1968), and Tai (1969) observe a 'directionality constraint'. The deletion rule proposed by Harries (1973) only works forward; surface backward deletions are effected by means of an independent regrouping process. Sanders' (1976) deletion rule is governed only by non-linguistic processing constraints. An interpretation of each theoretical model for language acquisition is proposed that is consistent with the derivational theory of complexity; the one exception involves Sanders' processing constraints, for which the derivational theory of complexity is not applicable.

Lust (1977) advocates a Harries-type model, claiming that sentential coordinations are acquired before reduced coordinations and that coordinations with forward deletion patterns are acquired before those with backward deletion patterns. However, Lust's evidence is not convincing: the relative ease of Lust's sentential coordinations can be attributed to a redundancy factor; a misuse of the directionality concept invalidates Lust's comparisons of forward and backward deletion patterns; and, most importantly, Lust's subjects appear to have no mastery of coordinate structures whatsoever.

The results of the present experiments do not reflect any of the transformational models, as interpreted under the derivational theory of complexity: sentential coordinations are not always easier than reduced coordinations; forward and backward deletions are not equivalent in difficulty, but neither are forward deletion patterns always easier than backward deletion patterns. Consequently, the roles of processing strategies and general cognitive factors are considered. First, it is proposed that the difficulty of sentential transitive coordinations should be attributed to their length. Second, it is proposed that children require the verb-object relation and the first subject-verb relation to be overtly marked by means of linear adjacency. The combined effect of these two requirements is that children invoke an NVN strategy along the lines proposed by Bever (1970). This strategy is also supported by the errors which children make on difficult reduced coordinations. Third, the presence of a semantic clue is shown to aid some children in processing relevant reduced coordinations; however, children overall appear to rely less heavily on semantic strategies than on linear order strategies. Finally, the possible role of the predicate as the basic unit of cognitive and linguistic organization is considered.

THE METAPHORS AND ANALOGIES USED BY FOURTH
GRADE BLACK CHILDREN

Order No. 7811406

BAUNCHAND, Lee Olla Wright, Ph.D. Kansas State University, 1977. 270pp.

American educators and linguists in the last decade, especially in the 60's, have taken a stand on a basic educational question: What is the function of the school in regard to the language habits of students who come from various socioeconomic and cultural backgrounds? Some have said the school should teach Standard English. Those students who speak a language other than the standard language should become bi-dialectal is another view that has been expressed. They should learn to function in both languages. Yet, others feel that a complete eradication of language other than the standard language should be the school's goal.

This study was focused primarily on the language of one cultural group, young Black children. Emphasis was placed on studying two registers of their language, the metaphors and analogies used. The purpose was to: 1. Identify an initial register of the metaphors and analogies used by a sampling of young Black children; 2. Identify the relationships of the metaphors and analogies to factors in the children's lives.

This study involved the use of a sample population of 200 fourth grade boys and girls, ages eight, nine, and ten. These students were selected from six randomly selected predominantly Black schools in the East Baton Rouge Parish School System in Baton Rouge, Louisiana.

The research was divided into two stages. Stage one involved the use of 80 children who had written permission from their parents. The children's language was taped as they responded to open-ended statements with and without pictures; as they were engaged in an informal interview; and as they told stories. These tapes were transcribed and analyzed for metaphorical and analogical expressions. Thirty of these items were used to design a test of the metaphors and analogies used by young Black children.

From the 80 children involved in stage one, demographic data was collected to determine their age levels, the age and socio-economic status of the parents, the sibling status, the inter- and intra-state travel experiences, and the presence of television and radio in the homes.

Stage two involved a sample population of 120 children who had the written permission of their parents. These students were administered the 30-item test designed from data collected in stage one. This test was administered orally and individually by the researcher.

The demographic data revealed the following information. The majority of the parents had an income between \$7,500 and \$10,000. The majority of the parents completed or attended high school only. The age level of the parents ranged from 25 to 47 for the mothers and from 31 to 47 years for the fathers. Most of the students had experienced inter- and intra-state travel and the television and radio was a part of their home environment.

The data collected revealed a strong influence of television on the metaphors and analogies used by the children. Animal life as it is viewed on television, in movies, and at the zoo also influenced the responses the children's language. The influence of the home environment was reflected in their responses as they used words heard from older members of the family in conversational speech. The language samples revealed a great diversity in the individual patterns of metaphorical and analogical usage. The responses to the open-ended statements also demonstrated minimal usage of Black terms.

The stories told by the children revealed that they had command of their language as well as creative ability with words. The metaphors and analogies found in the stories were few, but they too, revealed the influence of television as well as seasonal activities, school activities, and family life.

The children's language was both colorful and enjoyable to study. However, more research in this area should be undertaken with this same age group and older children for adequate assessment and understanding of the language of young Black children.

A DEVELOPMENTAL PRAGMATIC AND PSYCHOLINGUISTIC INVESTIGATION OF REPETITION IN THE SPEECH OF GENIE

BENNETT, Tina Lynne, Ph.D. University of Southern California, 1978. Chairperson: Professor Elinor O. Keenan

This work represents an examination of the use of repetition in the utterances of Genie, a girl who began acquiring her first language at the age of thirteen after experiencing a severe degree of social isolation. Research examining the form and function of repetitive speech, and its relationship to spontaneous speech, suggests a developmental progression away from extreme reliance on repetition of the caretaker's syntactic-semantic structures and communicative intentions, to the production of novel intentions with repeated structures, and finally to

the production of novel utterance forms and novel utterance functions. Thus, in this language acquirer, repetition of the caretaker's utterances appears to be a learning strategy.

Part One reviews the theoretical and historical background against which the dissertation was written, specifically, a field of scholarship oriented more toward functional, and less toward formal, aspects of child language. This orientation grew into the discipline of developmental pragmatics, a field which itself draws from works in logic, semantics, sociolinguistics, and philosophy of meaning, among others.

Part Two reviews the literature relevant to the personal, linguistic, psychological, and neurolinguistic development of the subject, Genie.

Part Three presents a description of the speech corpus which served as data for the present investigation. These data consisted of transcripts of video-taped conversations between Genie and her adult female caretaker. The tapes represent roughly five developmental periods ranging from the time the subject was fourteen years, seven months (14,7) until she was sixteen years, nine months (16,9) of age. Also included in this section is a brief discussion of the issues involved in data collection for child language studies.

The fourth section consists of the procedures, analysis, and results of the investigation into first the forms and then the functions of repetitive and non-repetitive (spontaneous) speech. Repetitions were compared across times with other repetitions and with spontaneous utterances, and both types of speech were compared with the utterances of the caretaker.

The major findings were as follows: (1) The relationship between spontaneous speech and repetitive speech, with respect to structure and form, changes when the subject is approximately sixteen and a half years of age, such that: (a) spontaneous utterances become longer than repeated utterances; (b) the number of different structures used in either type of speech increases, but (c) she begins to use as many new forms in her spontaneous speech as in her repeated speech; and (d) she relies less on abstract semantic-syntactic structures produced in the interaction already by the caretaker, and more on completely novel forms not already present in the caretaker's speech for that interaction and hence supposedly learned. (2) With respect to the functions (communicative intentions) of utterances, development seems to occur later than for more formal aspects of Genie's language. This is revealed by the facts that: (a) prior to 16,9 years of age, 55% to 100% of the functions expressed in Genie's total speech are also expressed in the caretaker's speech, but (b) after 16,9 only 45.5% of the functions expressed in Genie's speech are expressed in the caretaker's speech; (c) the extent of overlap between the functions expressed only through Genie's spontaneous speech forms and the functions expressed in the caretaker's speech was even more extreme: (1) prior to 16,9 all of Genie's functions are also expressed by the caretaker, but (2) after 16,9 only half of the functions in Genie's spontaneous speech are also expressed in the caretaker's speech.

(Copies available from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90007.)

FLEXIBILITY IN LANGUAGE COMPREHENSION: PARAPHRASING METAPHORS, PROVERBS, AND VAGUE SENTENCES

Order No. 7821091

BOHMER-WOOD, Christine, Ph.D. Kent State University, 1978. 101pp. Director: Joseph H. Danks

The present study investigated creativity and flexibility in language by paraphrasing different sentence types, characterized in terms of whether they are internally consistent with a literal and/or a separate abstract meaning and if they are readily consistent with external (real world) referents. The paraphrase task was chosen because it imposed minimal artificial structure and permitted a better look at how subjects achieve meaning for themselves.

Subjects were presented with four different types of sentences and were requested to paraphrase them. The first type were metaphors in which the ambiguity to be resolved was intrasentence, i.e., Laws are sandcastles in the tide. The second type were vague sentences in which no semantic restric-

tions were violated, but for which it was difficult to establish a real-world context, i.e., The bell rang while he was on the canvas. The third type were proverbs which also contained no semantic violations, but which could be taken as a whole to be symbolic of an idea beyond the literal interpretation, i.e., Even a good cow can give bad milk. The fourth type were normal sentences that contained no figurative use of words, were easily understood without a broader context, and had no abstract meaning intended, i.e., The boy's favorite toy was his purple truck.

College undergraduates were divided into three groups. One group was asked to paraphrase the sentences without receiving any cues. A second group received the stimuli accompanied by cues to direct interpretation. A third group received the list twice. The first time through, they paraphrased the stimuli without cues. The same stimuli were then presented a second time, accompanied by cues to direct interpretation and subjects rewrote the sentences in light of the cues. Subjects also rated the ease of making each paraphrase.

All subjects returned six weeks later for a recognition test that was constructed individually for each subject. Subjects identified the original stimulus from among five alternatives and rated the remaining four according to perceived similarity to the "original." The alternatives consisted of the original, the subject's own paraphrase(s) and those of two subjects yoked with him.

Results were discussed in terms of the following questions. (1) Was there an overall effect of sentence type? (2) Was there an effect of cueing within sentence types? (3) Was there an effect of prior paraphrasing? (4) Were there qualitative differences in the paraphrasing strategies and the resultant paraphrases? And, (5) how did subjects store and retrieve the information presented in these sentences?

Considering the first question, normal sentences and metaphors were paraphrased significantly better than either the vague sentences or the proverbs in the uncued conditions, suggesting that the providing of focus in interpretation is more important than maintaining literal consistency. Second, when cues were provided, both ease and quality of paraphrase increased in all experimental types, with the vague sentences not only equalling, but surpassing the normals and metaphors in goodness of paraphrase. This result emphasizes the importance of context. Third, prior processing was found to have a significantly detrimental effect of later interpretations, indicating not only that the immediate linguistic context was influential, but also that one's entire pre-existing schema was too. Fourth, subjects were shown to vary widely in their interpretations of the experimental types, illustrating both the flexibility of language and the role of the individual comprehender in creating meaning for himself. Interesting trends emerged in the way of syntactic and stylistic variables influencing direction of interpretation. Fifth, subjects considered their own paraphrases closer in meaning to the original than any of the other alternatives, supporting the reconstructive process in memory.

These results indicate that it can no longer be assumed that meaning is inherent in the linguistic elements. Rather it is created by the listener, and the meaning created is dependent on the context. Moreover, context should not be limited to linguistic context, but must include one's entire personal background. Difficulty in processing does not arise from some deviations from arbitrary notions of literal "reality," but is more a function of determining what information about a concept to retrieve in view of its relationship with other concepts.

PLAY AND LANGUAGE DEVELOPMENT

Order No. 7823820

COLLIER, Robert G., Ph.D. Claremont Graduate School, 1978. 142pp.

Careful observation of children reveals the simultaneous occurrence of an abundance of play with the acquisition and development of language. This study attempted to discover if presenting children with the opportunity to play with specific syntactic structures would influence their metalinguistic awareness. The underlying assumptions were that play is the primary medium through which language is acquired and that Piaget's theory of intellectual development of the child at present probably offers a singularly appropriate perspective from which to study this relationship.

The investigation focused on the metalinguistic operation of transformation of syntactic structures within sentences. Five structures, with a wide range of complexity allowing for the various developmental levels of the subjects, were chosen: 1) the use of an object as the subject of an infinitive verb, 2) the use of a reciprocal pronoun, 3) the subject of the verb also the subject of the infinitive verb, 4) the use of a present participle phrase as an object modifier, and 5) the use of a modal, plus an auxiliary verb and a past participle verb phrase.

A metalinguistic awareness test was devised using the above stated syntactic structures as its content and was subsequently utilized as the pre- and post-test. The test consisted of fifteen pairs of sentences and photographs depicting six family characters and various household items in scenes represented by a sentence. The children were shown a picture and a sentence was read describing it. A second photo was shown to the subject and he was asked to describe it in the same way that the first picture was described to him. The score was determined by whether the child used, without grammatical error, the syntactic structure within the sentence paired with the first photo in his description of the second photo.

A sample of white, middle-class subjects of varying scholastic abilities was selected and administered the pre-test. Experimental and control groups were constructed by matching sex, grade level and pre-test score. The experimental group was divided into nine sections, each of which experienced eight twenty to thirty minute sessions of language play in the form of three language games with rules. The games were designed to engage the subjects in the playful manipulation and exploration of syntax. The content of the games was the five syntactic elements previously listed. At the end of the play intervention, both groups received the post-test.

The findings of this study suggested that language play with certain syntactic structures was effective in increasing primary children's metalinguistic awareness of these structures. Playing with syntactic elements produced no significant differences attributable to the sex of the subjects and no significant effect was found for the interaction between group and sex. Metalinguistic awareness of syntax was suggested to be: 1) dependent upon individual developmental rates and 2) acquired in a sequence apparently from the seemingly simple to the more complex.

A DESCRIPTIVE STUDY OF LANGUAGE FUNCTIONS IN
THE SPEECH OF TWO-YEAR OLD CHILDREN IN A
VARIETY OF NURSERY SCHOOL SETTINGS

Order No. 7814832

DAVIDSON, Dana Hinze, Ph.D. Claremont Graduate School,
1978. 139pp.

The study of linguistics has moved from a traditional anthropological base into other social sciences. Study of the development and use of language functions, as part of social behavior, may now be considered one aspect of the growing field of Early Childhood Education. Young children, in the subculture of nursery school, use language to express internal needs as well as to respond to external demands and situations. An understanding of language functions may help parents and early childhood educators provide optimal language-evocative experiences, develop appropriate curriculum materials, and contribute to theoretical knowledge about language development.

The purpose of this study was to observe, measure and analyze the language functions of two-year old children in a nursery school environment. Following a review of a recent literature which includes Piaget, Halliday, Hymes and Cazden, two language category systems were selected, adapted and applied to the data; those of Roger Brown and John Regan.

A research design was developed for the collection and analysis of data. Three hundred and twenty naturalistic speech samples, five minutes each, were collected. There were forty samples for each of the two-year old subjects. The children attended the Mary B. Eyre Children's School, which is part of the Claremont Graduate School Center for Developmental Studies. Three students, familiar with the children, were trained to gather the data. The students learned to 1) record conversations verbatim in narrative fashion on 4" x 6" cards; 2) describe situations where language transpired and 3) apply the language categories developed by Brown and Regan to the samples. The recorders and the writer reached 95% reliability on the assignment of categories to the language samples.

The samples were analyzed according to Regan's selected language use and Brown's operations of reference categories; their frequency and distribution were determined and comparisons of their patterns of occurrence were made. Natural materials, curriculum aids and classroom activities were analyzed as they appeared in the language samples. Independent variables which included sex, age, location, social context and individual subject number were also analyzed.

All of the selected language categories appeared in the speech of the eight two-year old subjects. Distinct linguistic patterns emerged. Some functions, such as Explanation and Nomination, appeared more often than others, such as Expression and Attribution. It is interesting to speculate on what findings may have emerged if more language function categories had been included. Findings from this study indicate a tendency to underestimate the linguistic capacities of two-year old children.

The findings show that sex and age differences in the style and frequency of functions are not as great as individual differences. Location does not seem to determine language functions as much as 1) the nature of the activity and 2) social context. An important indication of the findings appears to be the nature of adult-child interaction; more frequent and complex language functions were found in situations where a supportive adult was present.

It is hoped that this study may serve as a springboard for further research. Both the Regan and Brown category systems deserve to be employed in additional research on language functions.

FORM AND FUNCTION IN MOTHER-TODDLER CONVERSATIONAL TURN-TAKING

Order No. 7819733

DONAHUE, Mavis Louise, Ed.D. Boston University School of Education, 1978. 191pp. Major Professor: Dr. Paula Menyuk

Most studies of early language acquisition overlook the notion that the child learns language within the context of acquiring the social skills of initiating and maintaining a conversational exchange. Studies of adult conversational turn-taking suggest that it is possible to arrange types of conversational turns along a continuum ranging from primarily social and formal gestures to primarily information-conveying utterances, i.e., from the phatic to the functional. This continuum may also represent a developmental progression, in that the child capitalizes on the social and formal structure of conversational turn-taking in his task of learning to impose and fulfill conversational obligations. This study describes the evolution of two strategies of conversational turn-taking used by four mother-toddler dyads: (1) one which operates under the principle that conversation is symmetrical and composed of imitative turns; and (2) one which operates under the principle that conversation is asymmetrical and composed of complementary turns.

The conversations of four mother-toddler (2 boys and 2 girls) dyads were videotaped every two weeks for approximately eight months, throughout the one-word period. The prosodic form of each conversational partner's turn within a conversational exchange was described perceptually and spectrographic analysis was used as verification. A coding system was devised such that each partner had two response options: (1) of attending primarily to the segmental or suprasegmental form of the other's utterance; or (2) of guessing at the function or communicative intent of the utterance.

The evolution of the two conversational turn-taking strategies is described in 3 phases. During Phase 1, the girls and their mothers operate under the principle that conversation is symmetrical; their conversational exchanges are characterized by form-based responses. This strategy results in prosodically imitative exchanges of co-operative sound and word play. Fewer than 30 per cent of the response-turns of the girls' mothers are function-based; however, the boys' mothers are producing primarily function-based response-turns during Phase 1, due to the boys' use of formulaic devices which can be glossed as "Let us together focus our attention on X!" These "focus-gimmicks" range from the use of gesture and distinctive prosodic shapes on babbled utterances to the eventual appearance of variants of "what's this/that." These are almost invariably treated by mothers as requests for object names. These focus-gimmicks allow the turn-taking patterns of the boys and their mothers to appear asymmetrical; maternal response-turns are complementary to the children's initiating focus-gimmicks. When the boys do produce conventional words, however, their mothers respond with form-based turns similar to the response-turns of the girls' mothers.

Phase 2 is signalled by a large increase in maternal function-based response-turns for all four dyads, coinciding with the onset of child response-turn strategies which effectively create the appearance that the toddlers are appropriately fulfilling their conversational obligations, although there is no evidence of any true intent on the child's part to exchange information. The toddlers' selection of these conversation-maintaining devices can be predicted from the turn-taking model which each dyad operated under during Phase 1; the girls imitate maternal utterances with contrastive prosody and the boys use formulaic devices with fixed prosodic shape, e.g., "oh, um-hmm." By Phase 3, there is a large increase in the toddlers' use of genuinely communicative response-turns and a corresponding decrease in the boys' use of focus-gimmicks and the girls' use of contrastive prosody. Both conversational turn-taking strategies have become truly reciprocal and adult-like in that communicative intent is exchanged between conversational partners in both directions.

THE GENERAL RELATIONSHIP BETWEEN LANGUAGE
AND COGNITION IN THE DEVELOPING CHILD

Order No. 7822399

ELLIOTT, Norman Dale, Ph.D. The University of Iowa, 1978.
167pp. Supervisor: Associate Professor James J. Bradac

This study is an attempt to determine the general relationship between language development and cognitive growth in children. A survey of developmental research suggested four possibilities: (1) the cognitive position, consistent with Piaget, which holds that linguistic development is a product of the underlying, antecedent growth of cognition; (2) the linguistic position, following Vygotsky, which views cognitive development as a mediated result of increased development and use of language; (3) the reciprocal position, suggested by Bruner, where cognitive development precedes and influences language development in younger children to a period when symbolic media become the general means for representing experience. After this period, the relationship becomes reversed and increased language development produces growth to higher cognitive levels; and (4) the dissociative position, implied by Furth and others, which posits no necessary and general relationship between language and cognitive growth.

Data were collected on 37 children from 3 to 9 years of age. Cognitive development was assessed from performance on tasks dealing with time-distance-velocity concepts, classification and inclusion, spatial relations and proportionality, transformational imagery and perception of visual illusion. Linguistic development was measured on recognition of transformational variants (passive and extraposition), recognition of complex reduced structures, and vocabulary development. These overall measures of cognitive and linguistic development (along with chronological age) were used to evaluate the models of causality and association suggested by the four positions. Correlation and multiple regression analyses were made to inform this assessment.

The data were found to be inconsistent with either the cognitive or dissociative position. Empirical support for the linguistic position was obtained, but was highly qualified by results of the reciprocal position analyses. Specifically, the data support the cognitive model for a younger pre-symbolic group of children, while supporting the linguistic model in a group of older symbolic children. This pattern of results is consistent with the developmental predictions of the reciprocal position.

TEXT IN CONTEXT: SYSTEMIC GRAMMAR AND CONVERSATIONAL ANALYSIS IN THE STUDY OF CHILDREN'S DIALOGUES

Order No. 7809801

FINE, Jonathan Hartley, Ph.D. Cornell University, 1977. 172pp.

Language in conversation is organized both grammatically and in terms of turn-taking. These two aspects of conversational organization were studied together in the language of elementary school children and their teachers. Differences in development were investigated as well as differences between teachers and students.

Systemic theory, from the work of M. Halliday is used for the grammatical analysis since it specifically relates language to its use. Theme-rheme structure (the word order of the clause), information structure (the chunking of clauses into intonation units of given and new with one tonic nucleus indicating the new) and cohesion are studied based on the textual function of systemic grammar. Following Halliday and Hasan, anaphoric and cataphoric reference, aspects of lexis, substitution, and ellipsis are treated as cohesion. Reference outside the text (exophora) is also studied. From the interpersonal function of the grammar, mood is used, since choices such as declarative, yes/no interrogative, imperative indicate the speaker's role in conversation.

The study of turn-taking is based on adjacency pairs indicating dependence between adjacent speaking turns. The first turn in question-answer confirmation and imperative-response conversational sets is defined by its conversational force; succeeding turns are defined positionally.

Twenty-four oral recordings of five minutes each were examined, involving twelve students from each of three ages: five, seven, and nine years old. Two partly controlled situations were used; one with two students and one with two students and their teacher. Transcripts of the conversations were coded for grammatical and turn-taking patterns and data tabulated in several ways.

Language patterns were found to interact with one another and with non-linguistic factors. Some grammatical moods were usually found at the ends of turns, but older children and teachers more frequently than younger children placed such clauses initially or in the middle of a turn. Theme-marking (using word order and phonology for emphasis) was reserved for those types of cohesion (e.g., conjunction) infrequently coded by grammatical structures as new. Language patterns are interdependent: variation of one feature is systematically associated with variation of another.

Cohesion involving a continuity of meaning most directly (anaphoric reference, conjunction; in contrast with the more formal relations of lexical repetition and ellipsis) varied in the two experimental situations, showed a developmental change in use according to age and varied according to speaker of the language linked to. Meaning relations in language seemed more sensitive than more formal relations to the sociolinguistic factors of situation, the age of the speaker, and identity of other speakers, thus supporting the study of meaning rather than distribution of formally defined features for investigating language in conversation.

Language patterns and turn-taking also co-varied. There were relatively few cohesive links between answers and the questions that precede them. The question seems to be automatically presupposed and cohesion to it in the answer is less needed than cohesion between other kinds of turns. The youngest students linked more of their language to the teachers than did other students. Lexical items set up links of greater length (measured in turns) if they were encoded in a theme-rheme and phonological structure than when they did not have the reinforcement of such grammatical structure.

The method of studying grammatical structures, cohesion, turn-taking and situation gave descriptive and theoretical findings that could not be obtained by studying such factors in isolation. Results from this kind of study have potential applications in research on language teaching, reading and cross-cultural communication.

THE DEVELOPMENT OF PRONOMINALIZATION PROCESSES IN CHILDREN AGES 4 THROUGH 9

Order No. 7817518

FLAHIVE, Douglas Eugene, Ph.D. Southern Illinois University at Carbondale, 1978. 108pp. Major Professor: Dr. Dorothy Higginbotham

This study investigates the acquisition of three pronominal processes in children ages 4 through 9. Sixty subjects were tested, 12 in each of the following age groups: 4.6-5.5, 5.6-6.5, 6.6-7.5, 7.6-8.5, 8.6-9.5. Acquisition of reflexive pronouns was studied to determine whether they were acquired after possessives and objective case forms. Comprehension, production, and error correction tasks were used. A second pronominal form which this study investigated was the pronoun "It." Probes were presented contextually as well as noncontextually to determine whether significant differences existed as a result of manner of presentation. The final pronominal process examined was the acquisition of indirect speech. Comprehension and production were tested by means of controlled tasks. Production was also tested by means of less controlled story-retelling tasks. Piagetian conservation tasks, conservation of mass and weight, were also administered to determine whether significant amounts of variance on the "It" comprehension tasks and the indirect speech tasks could be predicted by performance on conservation tasks.

A greater number of errors were made by subjects on reflexives than on possessive and objective case forms. This was found to be true in production, comprehension, and error correction tasks. "It" comprehension scores were significantly correlated with age and cognitive scores, but cognitive scores accounted for nearly twice the variance in scores than did age. It was also discovered that even though children used indirect speech in spontaneous speech, they produced significantly less samples of it in more controlled, experimental tasks.

AN INVESTIGATION OF THE EFFECT OF THE LINGUISTIC ENVIRONMENT ON PASSIVE CONSTRUCTIONS IN CHILDREN FROM FIVE TO SEVEN Order No. 7815359

GORCYCA, Diane Atkinson, Ph.D. The University of Oklahoma, 1977. 127pp. Major Professor: H. Wayland Cummings

This investigation sought to determine the effect of manipulation of the linguistic environment on language production of children from five to seven-years-old. A single grammatical construction, the passive verb form, was chosen for manipulation. Ten child-mother pairs were exposed to reading materials containing a controlled percentage of passive verb constructions for a six-week period. Eleven child-mother pairs were exposed to the same reading materials without the passive verb forms as a control condition. Weekly interviews were conducted with each child and mother to determine the effect of the exposure to the reading materials. Both mothers and children in the experimental group increased their production of passive verb forms as compared to the control group. However, there was no difference between the three age groups in either the experimental or control group. Utilizing the computer simulation technique of Renshaw (1975) it was determined that the increase for the children resulted in a quadratic equation while the mothers' reactions more closely resembled the tanh equation form proposed by the simulation model.

PRODUCTION OF SEX-ASSOCIATED FEATURES OF SPOKEN LANGUAGE BY FOUR-, EIGHT-, AND TWELVE-YEAR OLD BOYS AND GIRLS Order No. 7811134

HAAS, Adelaide Nacema, Ph.D. Columbia University, 1978. 130pp.

The production of sex-associated features of spoken language was studied in twenty-four normal, white, middle-class children ages four-, eight-, and twelve-years.

One hundred utterance units for each subject in conversations of same-sex and mixed-sex dyads of peers were recorded and transcribed. Spoken language features in each of the categories, Form, Topic, Content and Use, were identified, and counted. Features in each category had been stereotyped or documented as sex-associated in adults by previous writers or were observed in the speech of young children during pilot study.

T-tests revealed significant differences between boys and girls in the frequency of production of certain spoken language features.

The analysis of combined scores from all age levels in both dyadic situations revealed that boys referred significantly more to the Topic of sports; Content related to perceptual and functional attributes, and location; and the Use of information giving. Girls made significantly more reference to school and the experimental situation, and were significantly more compliant. No significant differences in Form were noted.

In same-sex dyads, the speech of boys and girls did not differ with regard to Form or Use. Boys, however, talked significantly more about sports, and location; and girls referred significantly more to school, identity, and wishing and needing.

Girls laughed significantly more and were significantly more verbally compliant in mixed-sex dyads. Boys used significantly more sound effects, talked significantly more about sports, and issued significantly more direct requests in this situation.

No age trends were noted in the acquisition of sex-associated features of spoken language between the ages of four- and twelve-years.

Major conclusions were that sex of speaker and sex of dyadic partner influence spoken language, and sex differences are learned prior to four-years of age.

The results of this study suggest the following: (a) Sex differences in the Form of spoken language exist in frequency of laughter and sound effects; (b) Boys and girls have different interests, as reflected in their choice of conversation Topic; (c) Male communication Content is more descriptive, whereas female is more emotional; and (d) Boys tend to Use language to be dominant in mixed-sex situations. Girls' language Use is more often compliant or supportive.

THE EFFECTS OF CONTEXTUAL INFORMATION ON CHILDREN'S LANGUAGE COMPREHENSION Order No. 7821082

HARGROVE, Patricia Marie, Ph.D. Kent State University, 1978. 127pp. Director: John M. Panagos

The study was designed primarily to investigate the influence of prior contextual information on language comprehension. A secondary goal was to apply a refined method of scoring and analyzing comprehension responses to better clarify language acquisition. This was accomplished by making certain alterations in the traditional comprehension task.

The influence of contextual information was studied by comparing its effect on acquired (active) and developing (passive) language structures. This comparison was made to determine if contextual information was used differentially based on children's knowledge of language structure. To determine if the use of contextual information was related to maturation, the children in the study were selected from four age groups (3-, 4-, 5-, and 7-years-old). These groups were selected because their level of comprehension of active and passive sentences were relatively predictable on the basis of the review of the literature.

The experimental task required the children to act out active and passive sentences. Prior to the presentation of each experimental sentence, the children were exposed to one of three types of contextual information: matching context, mismatching context, and a control context. The responses of the children were evaluated with respect to the correctness of response, error patterns, and the use of complementary behaviors. (Complementary behaviors were verbal and nonverbal behaviors spontaneously emitted by the children prior to the acting out response.)

Analysis of the comprehension scores agreed with the previously reported literature. It was found that active sentences are easier to comprehend than passive sentences and that as children mature their comprehension scores improve. The results also indicated that children are sensitive to the different types of contextual information. Matching contexts result in the highest comprehension scores. This is followed by control and then mismatching contexts.

Analysis of the errors made by the children reveals that the predominate error is that of role designation. For the youngest subjects no prior context results in an increase in item selection errors. This provides support for the influence of prior contextual information. It also supports the contention that immediate context is important. This pattern would have been masked if the two appropriate objects had been provided to the children, rather than permitting the child to select from an array of toys.

Analysis of complementary behaviors reveals a small number of differences related to context and age. The most notable differences are related to the ultimate correctness of response. Some children use different complementary behaviors for correct as opposed to incorrect responses.

It was found that there is a general pattern of use of complementary behaviors emitted prior to correct responses. Four-, 5-, and 7-year-old children use a different pattern of complementary behaviors prior to incorrect responses. The pattern associated with incorrect responses for 3-year-old children closely resembles the pattern used for correct responses. It was contended that older children use complementary behaviors to clarify verbal messages which they are having difficulty comprehending.

AN INVESTIGATION OF THE PRECISION OF METAPHORICAL LANGUAGE INTERPRETATION OF STUDENTS IN GRADES SIX AND NINE
Order No. 7822174

HARTMAN, Sharon Desvousges, Ph.D. The Florida State University, 1978. 56pp. Major Professor: Edwin H. Smith

This study is the second in a series of investigations concerned with the precision of metaphorical language interpretation of students. The primary purpose of this study was to determine if there is a significant difference between age and precision of metaphorical language interpretation of sixth and ninth grade pupils. A secondary purpose was to determine if there is a significant difference between the ability of males and females to interpret metaphorical language.

Procedures

The Gray Oral Reading Test was used as a screening device to determine those students who were reading at the fifth grade level and above in sixth and ninth grade at Title I schools in a southwest Georgia city. The Revised Test of Precise Interpretation of Metaphorical Language, developed by Muller in the original study (Florida State University, 1976) was administered to 162 sixth grade students and 135 ninth grade students. This instrument consists of passages containing metaphorical items. In each passage the metaphorical expression is underlined and the task involves selecting appropriate interpretations for the metaphorical expression. Five possible interpretations are given for each passage. These are arranged in a yes/no format to allow for multiple responses.

Analysis of variance was the statistical procedure utilized to test the significance of the mean differences by grade level and by sex on the instrument. In each case, the level of significance was $\alpha = .01$.

Findings

Analysis of the data revealed the ability to interpret metaphorical language tends to increase with the age of the subject. The difference between the ninth grade mean score (93.911) and the sixth grade mean score (86.963) was highly significant ($\alpha = .001$). Muller found significant differences among grade levels four through seven, also.

No statistically significant differences were found between males and females in their ability to interpret metaphorical language in grades six and nine. Again, this finding was consistent with Muller's investigation as she found no differences between the sexes in grades four through seven.

Conclusions

The following conclusions are limited to populations similar to the one used in this study. (1) There is significant growth in the ability to interpret metaphorical language from grade six to grade nine. (2) There is not a significant difference between males and females in the ability to interpret metaphorical language. (3) Disadvantaged children are able to interpret the highly abstract concepts conveyed by metaphors.

Recommendations

(1) That a similar study be conducted at grades four, six, eight and ten to determine if growth in ability to deal with the metaphorical language increases at a steady rate or if there is significantly rapid growth at certain intervals. (2) That the instrument be refined in such a way that patterns of growth could be identified at various levels - sixth graders more often chose a literal translation than did ninth graders. (3) That the study be replicated with advantaged students and with ethnically balanced classes.

COMMUNICATIVE COMPETENCE: ADULT'S UNDERSTANDING OF DIRECT AND INDIRECT SPEECH ACTS
Order No. 7822408

HOSMAN, Lawrence Andrew, Ph.D. The University of Iowa, 1976. 205pp. Supervisor: Associate Professor James J. Bradac

This study focuses on a class of speech behavior which directs a listener to perform an act, or what has been called directives. Previous research indicated that particular types of directives were used when the addressee exhibited certain rank and familiarity characteristics. Several hypotheses were formulated which predicted a triple interaction between the rank of the addressee, the familiarity of the addressee, and the evaluation of the directives.

In addition, there was some controversy as to what concerns motivated the use of particular directives. Put more simply, why speakers select a particular type of directive with a particular type of addressee. Three motivations have been advanced, none of which were sufficiently supported by research. These were: (1) appropriateness, (2) politeness, and (3) communicative effectiveness. Thus, a second goal of this study was to determine the relationship between these three motivations.

The characteristics of the addressee were not the only factors entering into the selection of directives. Characteristics of the speaker might also play a role. Two organismic features were of particular importance: rhetorical sensitivity and sex. Rhetorical sensitivity is one's willingness to adapt to the demands of a communicative situation. On the basis of previous research, it was hypothesized that those people high in rhetorical sensitivity would behave more normatively. With respect to sex roles, previous work had suggested that women speak more politely than men, and it was therefore predicted that men would rate direct directives, i.e., imperatives, more favorably than women, while women would rate indirect directives, i.e., imbedded imperatives and hints, more favorably than men.

To pursue these questions, four scenarios were constructed, with each scenario exhibiting situations which reflected four possible rank and familiarity characteristics of the addressee. These were a high rank/high familiarity, high rank/low familiarity, low rank/high familiarity, and low rank/low familiarity situation. In addition, three directives--an imperative, an imbedded imperative, and a hint--were written for each scenario.

In the experiment, subjects initially completed RHETSEN, an instrument designed to measure one's rhetorical sensitivity, and on the basis of their scores, the upper and lower quartiles received the experimental treatments. These treatments required subjects to evaluate messages in one situation per scenario on scales tapping the perceived appropriateness, politeness, and communicative effectiveness of the messages.

With respect to the question concerning the relationship between the appropriateness, politeness, and effectiveness of directives, a factor analysis of subjects' responses produced a unidimensional judgment reflecting all three components, or what was labeled a "competence" judgment. Thus, the results indicated that the most competent directive is one which is simultaneously appropriate, polite, and effective.

The results did not support the hypothesized interaction between the rank and familiarity of the addressee and the evaluation of the directives. Rather, only the rank or the familiarity of the addressee was salient in influencing the evaluation of directives. It was suggested that the failure to support the hypothesized effects was due to three factors. First, speakers may have considered only one of the two dimensions crucial for making judgments of the competence of directives. Second, the nature of the dependent measure may have been responsible for some of these differences. Third, the messages, and particularly the imperative, may not be typical of those used in natural settings.

For the rhetorical sensitivity hypothesis, there was only limited support. It was speculated that this limited support was due to either the failure of RHETSEN to reliably measure rhetorical sensitivity or the fact that rhetorical sensitivity is not related to communicative competence.

Finally, there was no support for the hypothesized differences between men's and women's evaluations of direct and indirect directives.

GAMES AND OTHER ROUTINES IN THE CONVERSATION OF PRE-SCHOOL CHILDREN: A CASE STUDY IN DEVELOPMENTAL SOCIOLINGUISTICS

Order No. 7810251

IWAMURA, Susan Joyce, Ph.D. University of Hawaii, 1977. 420pp.

The study of language acquisition has heretofore neglected an examination of the relationships between grammatical rules and rules of conversational usage. The data in this study suggest that there is no clear division between patterns which can be considered strictly of a grammatical nature (phonological, morphological, lexical, syntactic) and regularities which can be considered to fall within the domain of conversational discourse. A child does not learn to speak "any and all the sentences of her language" in random order; a child who did would be a social monster (Hymes 1974:75). What a child is doing is learning to interact verbally with her environment. To do this, she learns both kinds of rules in the context of social usage.

I collected naturalistic data in order to study how a child goes about learning to interact verbally with her environment and how she uses what she learns; at the same time, the variables were controlled in such a way that the situation in which the data were collected was not distorted (except, of course, for the presence of the recording equipment). That situation was a normal car trip to pre-school on some days and home on other days. Since one of the two girls in this study was my daughter, both girls felt it natural for me to be driving the car. Each trip lasted ten to fifteen minutes. I collected data daily for nine weeks, stopped for five months, and collected data again for seven weeks. At the beginning of the study the girls were 2;9 and 3;0; at the end, they were 3;5 and 3;8, respectively.

In analyzing the recorded data, I observed that the girls exhibited considerable skill in monitoring each other's speech, in suggesting corrections to each other and in correcting themselves. The girls appeared to use these skills to develop, maintain, and manipulate discrete units in their ongoing conversation. At no point did I find it possible to say that rules of grammatical construction alone or rules of conversational construction alone influenced the shape of the data. I discovered that the girls used their growing knowledge of both types of rules to cooperate in creating three types of units: short routines, correction activities, and long or full routines.

Short routines were unitary, bounded chains of adjacency pairs that could be isolated from ongoing conversation because of distinctive use of suprasegmental elements.

Correction activities were units of conversation in which the girls corrected each other. Correcting each other's behavior--both linguistic and non-linguistic--was something the girls enjoyed doing. When they engaged in correction activities, the girls made use of their knowledge of both social and grammatical expectations, their ability to state these expectations, and their ability to make changes in response to criticism.

Long or full routines were units of conversation which the girls invented and used in a variety of conversational contexts. Each girl expected the other to behave in a certain way whenever a full routine was in progress. I found that developmental progress in subsequent occurrences of a routine was a major source of information about the relationship between grammatical construction and interpersonal expectations in dialogue. When a routine became ritualized ("ritualized" refers to the longitudinal development or certain routines), it acquired a sense of historical perspective and mutual expectation which applied to the girls' society of two. Under these conditions, the children's speech was an expressive means of communication, flexible yet non-random.

NARRATIVE INTERACTION AMONG URBAN BLACK AMERICAN CHILDREN

Order No. 7810631

JEREMIAH, Tena Lenede, Ph.D. State University of New York at Buffalo, 1978. 361pp.

The purpose of this thesis is to show (1) how the topics, content, and performance of working class Black American children's narratives are related to the nature of social interaction within their home environment and community, and (2) what socio-cultural forces influence their worldview, which in turn influence the narrative content. It focuses on interaction occurring among Black females in an urban environment in the presence of an adult.

The thesis uses the method of ethnoscience recommended by Tyler (1969) and Mathiot (1973) where the emphasis is placed on discovering the organizing principles of categorization underlying the way the children use their culture, as this influences worldview. The significant principles of categorization influencing narrative interaction were reflected in the size and nature of the social group units.

Among clique members, "experience-re-creation" narratives occur within the stream of conversation and activities of the moment whose topics are about events common to all present. They function to present the narrator in a light which would be viewed favorably by herself and her clique members, whose continued social acceptance she seeks according to peer group values.

Among best friends and/or clique members, experience-sharing narrative interaction occurs which relates new information about experiences known only by the narrator to her closest friend(s).

Among the play-chain, which consists of all the friends and kin of the cliques which socially interact with one another, kinship/friendship bonding narrative interaction occurs. In adult-dominated situations, narratives occur as an effort to transmit from adult to child (or older to younger sibling) those values, beliefs, and folk knowledge necessary to insure the emotional strength of the family's younger members. In child-dominated situations, narratives of sequences of events or actions which reaffirm a sense of values of the children necessary to peer group acceptance occur.

EARLY LANGUAGE DEVELOPMENT AS RELATED TO MATERNAL INTERACTION AND COMMUNICATION STYLE

KOBRICK, Judi B., Ph.D. University of Toronto (Canada), 1977

Children's early language acquisition has been considered by some researchers in the context of maternal interaction and communication style patterns. In this investigation, expressive language measures, speech imitation, comprehension, and communication tasks were viewed with reference to the socioeconomic level of the mother-child pairs involved. Twenty-eight four-year-old children and their mothers comprised two comparable groups that represented middle and lower socioeconomic classes, and that each contained fourteen mother-child pairs, seven boys and seven girls. The mother-child pairs participated together in picture identification and story telling tasks which provided speech data in the exploration of various speech variants, aspects of communication style, comprehension of that style, and the usage of form classes of vocabulary.

The initial task of the research was to examine social class differences with respect to designated linguistic speech variants (and involved an analysis of variance statistical design). In addition, the research focused on the examination of possible different mother-child interaction patterns between middle and low socioeconomic groups, based on speech data recorded from the story telling task (which involved a covariate analysis of variance design). The results indicated some significant differences between middle and low socioeconomic groups of mothers and of children, and that in some instances the differences found between groups in various aspects of the children's language could be attributed to differences in their mothers' choice of speech variants and aspects of communication style.

In examining these social class differences in communication style, various aspects of Bernstein's (1971a, 1973) categories were selected for investigation, which included aspects of elaborated style which were associated with middle class groups (abstract, explanations, rationalizations, contextual completeness, grammatical appropriateness and completeness); and aspects of restricted style which were associated with lower class groups (concrete, lack of explanations, contextual incompleteness, grammatical inappropriateness and incompleteness). In addition, measures of the mazing of words (Lineker, 1973), and measures of phonological clarity which have been related to the contribution of communication style or fluency of discourse, which included measures of backtracking, semantic confusion, and repetition were investigated. The vocabulary measures of types and tokens indicated the verbosity of mothers and children, and type-token ratios indicated the richness of word choice.

This investigation provided the opportunity of creating a mother-child language interaction task which provided information concerning selected linguistic variables, and which illuminated some of the different aspects of communication style. The evidence of the differences in the various aspects of communication content and style of mothers and children from lower and middle class groups provides important impetus for future research which would provide further explication of mother-child verbal interaction patterns.

THE RELATIONSHIPS AMONG FACTORS INFLUENCING NOUN PLURAL DEVELOPMENT OF FOUR-THROUGH SEVEN-YEAR-OLD CHILDREN

Order No. 7817532

LONG, Margaret Wick, Ph.D. Southern Illinois University at Carbondale, 1978. 223pp. Supervisor: Dorothy C. Higginbotham

The purpose of the study was to clarify the relationships among age, reasoning ability, testing methods, and the ability to add regular and irregular plurals to real and nonsense nouns whose stems ended in sibilants, other voiced, and voiceless sounds. Subjects were 144 monolingual, Caucasian, 4 through 7 year-old children (whose parents had both completed college) selected from the Springfield, Illinois community.

Subjects were divided into four age levels (4, 5, 6, & 7 year-olds), three reasoning ability levels (high, middle, and low one-third Columbia Mental Maturity Scale scores), and two Plural Test groups. Children in the middle reasoning ability level were omitted from the analysis to maximize differences between levels. Two Plural Test versions (PT-I & PT-II) were used to determine whether differences would occur when children were shown two objects as opposed to eight objects to elicit plurals.

Plural Tests consisted of 45 items. Within each of the stem endings (i.e., sibilants, other voiced, & other voiceless classes) were 15 items including five real regularly inflected words, five nonsense words, and five real irregularly inflected words.

A repeated measures design was utilized with two repeated factors (A = word types, B = stem endings) and three among subject factors (C = Plural Test, D = reasoning ability, and E = age). Included were three levels of A (real regular, nonsense regular, & real irregular words) and B (sibilant, voiced, & voiceless stems); two levels of C (PT-I & PT-II) and D (high & average reasoning ability); and four levels of E (4, 5, 6, & 7 year-olds).

The following main effects were hypothesized to be predictive of pluralization skills:

Among Subjects 1. C - Plural Test. 2. D - Reasoning Ability. 3. E - Age. 4. CE - Plural Test by Age. 5. CDE - Plural Test by Reasoning Ability by Age.

Within Subjects 6. A - Word Types. 7. AE - Word Types by Age. 8. B - Stem Endings. 9. BE - Stem Endings by Age. 10. AB - Word Types by Stem Endings.

Of the five among subject hypotheses, only two were statistically significant ($p < .05$). These were: 2. D - Reasoning Ability. 3. E - Age. Of the five within subject hypotheses, four were statistically significant. These were: 6. A - Word Types. 7. AE - Word Types by Age. 8. B - Stem Endings. 10. AB - Word Types by Stem Endings. In addition, the ABE (word types by stem endings by age) interaction was significant but was not hypothesized a priori.

The significant main effects, trends, and contrasts demonstrated the interrelationships among age, reasoning ability, stem endings, word types, and Plural Tests. Results indicated that accurate descriptions of age as related to plural use must consider the different developmental patterns for real regular, nonsense regular, and real irregular words as well as for stem endings within word types.

While statistically significant, pluralization skill differences between reasoning ability levels were slight. This provides very little support for the theory that morphological ability is primarily related to intelligence (Berko, 1958).

The overall interpretation of stem endings was that children tended to add plurals correctly to voiced and voiceless stems more often than to sibilant stems. This was not the case, however, for real regular words.

A consistent hierarchical order was associated with word types (real regular > nonsense regular > real irregular). This factor was by far the most predictive main effect in the analysis.

Non-significant results associated with Plural Tests were perhaps related to testing procedures. When children understood the nature of the task, however, they were able to use plurals about as well for PT-I as for PT-II.

It was concluded that general patterns associated with noun plural use were clarified to the extent that new avenues for research were possible. Recommendations for further research included (a) the consideration of environmental factors influencing linguistic growth, (b) the improvement of testing methods, and (c) the extended study of noun plural development, particularly irregular plural use.

DEVELOPMENTAL OBSERVATIONS OF KINDERGARTEN CHILDREN'S UNDERSTANDING IN REGARD TO CONCEPTS ABOUT PRINT, LANGUAGE DEVELOPMENT, AND READING BEHAVIOR
Order No. 7815597

PERKINS, Rita Kaaren Chandler, Ed.D. Texas Woman's University, 1978. 146pp.

This study was undertaken to observe children's development in oral language and concepts about print during their progress through a traditional kindergarten program. The relationship between language and concepts about print was also observed.

Fifty-six randomly selected kindergarten children were observed three times during the course of the school year. The children (29 males and 27 females) were assigned to one of three groups according to their age at the time of the first observation.

Two instruments were used to collect the data: the Record of Oral Language (ROL) and the Concepts About Print test (Sand). In addition, the children were asked questions about the nature of reading and their own feelings concerning their reading. The children were also given the opportunity to read independently for the interviewer.

The raw scores for each instrument were analyzed using a repeated measures design. The results of this study indicated children's performances on both measures did increase significantly at the .05 level of confidence at each observation period. However, there were some children who remained low on the Record of Oral Language and Concepts About Print test. In addition, the females obtained significantly (.05 level) higher means on the Concepts About Print test than did the males. Sex did not have a significant influence on the performances on the Record of Oral Language. Age did not have a significant effect on the performance on either instrument. The correlations of the two instruments were also significant and ranged from 0.61 to 0.81.

Descriptive data gathered from the children's responses to the questions were also reviewed. The responses of those few children who were reading and those who were on the verge of moving into print were discussed. Responses to the individual Concepts About Print items were also analyzed to see which items seem to be most important to emerging reading behavior.

It was recommended that further study be made to verify the use of the Record of Oral Language and Concepts About Print instruments as predictive indices for potential problems in reading. Eventually, if the Record of Oral Language and the Sand test are proven effective predictors, experimentation with programs might be initiated.

The reader is referred to a companion study by J. Smith (1978) who interviewed the families of these 56 children. Revealing data concerning the home environments of these children were discussed in his study.

THE AMERICAN STORY: CULTURAL CONSTRAINTS ON THE MEANING AND STRUCTURE OF STORIES IN CONVERSATION
Order No. 7822985

POLANYI, Livia, Ph.D. The University of Michigan, 1978. 411pp. Chairman: Alton L. Becker

In this dissertation we present a methodology for using conventionally organized linguistic texts as a source of insight into the attitudes and beliefs of speakers. We make use of a corpus of oral stories of personal experience collected from American speakers and demonstrate how a partial picture of American cultural beliefs can be assembled through an examination of the presuppositions underlying those aspects of the stories accepted as most important by the tellers and their interlocutors.

We consider stories to be complex discourses which tie together specific event information ("plot") with more general and widely held beliefs and attitudes about the nature of the world, the way people should behave, etc. Our thesis is that

these "cultural constructs" constrain what stories can be about in a given culture just as conventions of story structuring constrain the organization of story materials to forms which are "logical" and "make sense" to initiates of various cultures.

We present a model of the information structures of American stories based, in part, on William Labov's work on narrative¹ and show how an Adequate Paraphrase of a story can be constructed from those aspects of a story which the speaker "evaluates" to be most important.

Speakers routinely include three types of information into their stories: information about events organized sequentially; information about characters, motivations, places, etc.; and evaluative information which indicates that some material in a story is more important than others. An Adequate Paraphrase of a story can be constructed by assembling those aspects of the story which were heavily evaluated by the speaker and used as a text for cultural analysis.

The Adequate Paraphrase is one sort of mini-text which can be isolated from the way the speaker himself tells his story and used as a text for cultural analysis. How a story is introduced into a conversation or what it is taken to be about by other participants in the storytelling situation can also be investigated for the cultural presuppositions which underlie the story.

In this dissertation, we take a number of American stories told in conversation and develop a model of their structure and then discuss the influence of the conversational context on the structure of the story. We determine the "points" of each story by considering both structural and conversational information and then use those "points" as a starting place for cultural analysis. The analysis itself is self-referential with each argument raised being examined for its cultural presuppositions. We extract a list of American Cultural Constructs from this extensive discussion and build a new Story of American Beliefs by relating the constructs to one another. Some non-Western story structures are also discussed briefly in order to make it clear that stories are culturally constrained in terms of both structure and content.

The aim of this dissertation is to show how a cultural analyst can use the structure of a story told in conversation as a guide to what is "interesting" about that story for the speaker and the initiates of the speaker's culture. The analyst then has a tool for understanding what the story is really "about" for the teller rather than relying on his own culturally determined views of what the "point" of such a story should be. Once the "interesting" has been isolated, the analyst has a corpus of material to examine for its culturally salient features. Those isolated constructs can then be assembled into a study of the cultural presuppositions of the tellers.

¹William Labov, "The Transformation of Experience in Narrative Syntax" in *Language in the Inner City* (Philadelphia: The University of Philadelphia Press, 1972).

IRONY IN CONVERSATION

Order No. 7822996

ROY, Alice Myers, Ph.D. The University of Michigan, 1978.
169pp. Chairperson: Charles Pyle

The dissertation is a study of the social and psychological functions of irony in conversation, of the contexts which affect its production, and of the strategies hearers use to carry out its interpretation. The dissertation project tests the hypothesis that irony occurs as a manifestation of both in-group solidarity and out-group hostility, using standard social psychology techniques for the control of cohesion and aggression in small groups.

The data comes from taped three-person conversations, in contexts manipulated according to the hypothesis about what kinds of situations might be likely to produce irony. A definition of utterance and a methodology of counting utterances, as well as procedures for identifying ironic utterances, were developed in order to analyze the data produced in the conversations. The results, though not highly conclusive because of the small number of cases, are richly suggestive of the conclusion that groups with a higher degree of internal cohesion and outside aggression are more inclined to produce irony than are groups with a neutral context.

The conclusion is strengthened when irony is divided into two types, one, the traditional sort of rhetorical irony where a reversal can readily be stated, and the other, a kind of spontaneous dramatic irony, where the speaker takes on another role or pretends to be speaking in a different situation, in ways that can be seen as a reversal of social appropriateness. When these two types of irony, stable and pretend, are analyzed separately, the results show that the average amount of the first type is twice as high in contexts with both high cohesion and high aggression as in neutral contexts.

Within an interactional framework, where all conversation is relationship-defining, irony functions in ways that allow a speaker to distance himself from commitment to a judgment, or to comment on the solidarity between himself and the hearer by virtue of the shared assumptions necessary for adequate interpretation on the part of the hearer, and sometimes to leave the hearer uncertain about which of those relational acts he is in fact doing. On the basis of the interactional function of irony, combined with the results of the experiment testing the social factors affecting irony, an approach to a theory of communication as the relationship between context and interaction is made, with context defined as a totality of the social setting, the psychological sets of the speakers, and the conversational history accrued before any next utterance.

Sections of discourse from the tapes are analyzed to show the operation of these social and psychological processes in conversation, with particular attention to the role of irony. The contribution of this dissertation, therefore, is to look at conversational interaction, focussing on a specific linguistic form, that of irony, where the parameters of language, society, and psychology intersect.

THE INFLUENCE OF HOME ENVIRONMENTAL FACTORS ON THE DEVELOPMENT OF LANGUAGE AND CONCEPTS ABOUT PRINT OF KINDERGARTEN CHILDREN

Order No. 7815599

SMITH, John Weldon Ross, Ph.D. Texas Woman's University, 1978. 167pp.

This study investigated factors in the home which appear to influence oral language and concepts about print of 56 kindergarten children. Additionally, the investigation considered what parents did in the homes of children who were reading in kindergarten.

The Educational Home Environment was measured by six process variables: achievement press, language models, academic guidance, activeness, intellectuality, and work habits in the home. Oral language and concepts about print were assessed by the ROL and the Sand test in a companion study by Perkins (1978).

A focused interview, structured around fifty questions was conducted in the homes with follow-up interviews with the families of the readers. Home Environment was determined by scoring 17 factors of the six process variables on a nine point scale.

The results of this study clearly indicate that the home is a powerful influence on language development and concepts about print of kindergarteners. Academic guidance, language models and intellectuality appeared to have the most influence. Educational activities included visits to the library, zoo, museum, and, in the home, games, projects, and T.V. viewing.

General development and health problems caused some children from homes with positive environments to have delayed development in concepts about print. Some children from relatively low home environments had well developed concepts about print and language.

The study provides implications for the public schools, teachers, libraries, and parents. Suggestions for further study included studies with children who have good concepts about print and come from low home environments, the influence of pre-school on concepts about print, parenting programs.

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